



PSHE/Relationships and Health Education: Year 1

ME AND MY RELATIONSHIPS	LEARNING OUTCOMES
Why we have classroom rules	<ul style="list-style-type: none"> <li>• Understand that classroom rules help everyone to learn and be safe;</li> <li>• Explain their classroom rules and be able to contribute to making these.</li> </ul>
How are you listening?	<ul style="list-style-type: none"> <li>• Demonstrate attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> </ul>
Thinking about feelings	<ul style="list-style-type: none"> <li>• Recognise how others might be feeling by reading body language/facial expressions;</li> <li>• Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li> </ul>
Our feelings	<ul style="list-style-type: none"> <li>• Identify a range of feelings;</li> <li>• Identify how feelings might make us behave;</li> <li>• Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> </ul>
Feelings and bodies	<ul style="list-style-type: none"> <li>• Recognise that people's bodies and feelings can be hurt;</li> <li>• Suggest ways of dealing with different kinds of hurt.</li> </ul>
Good friends	<ul style="list-style-type: none"> <li>• Identify simple qualities of friendship;</li> <li>• Suggest simple strategies for making up.</li> </ul>
VALUING DIFFERENCES	LEARNING OUTCOMES
Same or different?	<ul style="list-style-type: none"> <li>• Identify the differences and similarities between people;</li> <li>• Empathise with those who are different from them;</li> <li>• Begin to appreciate the positive aspects of these differences.</li> </ul>
Unkind, tease or bully?	<ul style="list-style-type: none"> <li>• Explain the difference between unkindness, teasing and bullying;</li> <li>• Understand that bullying is usually quite rare.</li> </ul>
Harold's school rules	<ul style="list-style-type: none"> <li>• Explain some of their school rules and how those rules help to keep everybody safe.</li> </ul>
It's not fair!	<ul style="list-style-type: none"> <li>• Recognise and explain what is fair and unfair, kind and unkind;</li> <li>• Suggest ways they can show kindness to others.</li> </ul>
Who are our special people?	<ul style="list-style-type: none"> <li>• Identify some of the people who are special to them;</li> <li>• Recognise and name some of the qualities that make a person special to them.</li> </ul>

Our special people balloons	<ul style="list-style-type: none"> <li>• Recognise they belong to various groups and communities such as their family</li> <li>• Explain how these people help us and we can also help them to help us</li> </ul>
<b>KEEPING MYSELF SAFE</b>	<b>LEARNING OUTCOMES</b>
Super sleep	<ul style="list-style-type: none"> <li>• Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>• Identify simple bedtime routines that promote healthy sleep.</li> </ul>
Who can help?	<ul style="list-style-type: none"> <li>• Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>• Identify people who can help them when they feel unsafe.</li> </ul>
Good or bad touches?	<ul style="list-style-type: none"> <li>• Understand and learn the PANTS rules;</li> <li>• Name and know which parts should be private;</li> <li>• Explain the difference between appropriate and inappropriate touch;</li> <li>• Understand that they have the right to say “no” to unwanted touch;</li> <li>• Start thinking about who they trust and who they can ask for help.</li> </ul>
Sharing pictures	<ul style="list-style-type: none"> <li>• Start thinking about how to stay safe online, including safety around sharing images;</li> <li>• Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.</li> </ul>
What could Harold do?	<ul style="list-style-type: none"> <li>• Understand that medicines can sometimes make people feel better when they’re ill;</li> <li>• Explain simple issues of safety and responsibility about medicines and their use.</li> </ul>
Harold loses Geoffrey	<ul style="list-style-type: none"> <li>• Recognise the range of feelings that are associated with loss.</li> </ul>
<b>RIGHTS AND RESPECT</b>	<b>LEARNING OUTCOMES</b>
Harold has a bad day	<ul style="list-style-type: none"> <li>• Recognise how a person’s behaviour (including their own) can affect other people.</li> </ul>
Around and about the school	<ul style="list-style-type: none"> <li>• Identify what they like about the school environment;</li> <li>• Recognise who cares for and looks after the school environment.</li> </ul>
Taking care of something	<ul style="list-style-type: none"> <li>• Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>• Explain the importance of looking after things that belong to themselves or to others.</li> </ul>
Harold’s money	<ul style="list-style-type: none"> <li>• Explain where people get money from;</li> <li>• List some of the things that money may be spent on in a family home.</li> </ul>
How should we look after our money?	<ul style="list-style-type: none"> <li>• Recognise that different notes and coins have different monetary value;</li> <li>• Explain the importance of keeping money safe;</li> <li>• Identify safe places to keep money;</li> <li>• Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• See link to external resources for further information.</li> </ul>
<b>BEING MY BEST</b>	<b>LEARNING OUTCOMES</b>
I can eat a rainbow	<ul style="list-style-type: none"> <li>• Recognise the importance of fruit and vegetables in their daily diet;</li> <li>• Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> </ul>

Eat well	<ul style="list-style-type: none"> <li>• Recognise that they may have different tastes in food to others;</li> <li>• Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>• Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> </ul>
Harold's wash and brush up	<ul style="list-style-type: none"> <li>• Recognise the importance of regular hygiene routines</li> <li>• Sequence personal hygiene routines into a logical order</li> </ul>
Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> <li>• Understand how diseases can spread;</li> <li>• Recognise and use simple strategies for preventing the spread of diseases.</li> </ul>
Harold learns to ride his bike	<ul style="list-style-type: none"> <li>• Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li> <li>• Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</li> </ul>
Pass on the praise!	<ul style="list-style-type: none"> <li>• Demonstrate attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> <li>• Give and receive positive feedback, and experience how this makes them feel.</li> </ul>
<b>GROWING AND CHANGING</b>	<b>LEARNING OUTCOMES</b>
Healthy me	<ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and air (oxygen)</li> <li>• Recognise that exercise and sleep are important parts of a healthy lifestyle</li> </ul>
Then and now	<ul style="list-style-type: none"> <li>• Identify things they could do as a baby, a toddler and can do now;</li> <li>• Identify the people who help/helped them at those different stages.</li> </ul>
Taking care of a baby	<ul style="list-style-type: none"> <li>• Understand some of the tasks required to look after a baby;</li> <li>• Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> </ul>
Who can help?	<ul style="list-style-type: none"> <li>• Explain the difference between teasing and bullying;</li> <li>• Give examples of what they can do if they experience or witness bullying;</li> <li>• Say who they could get help from in a bullying situation.</li> </ul>
Surprises and secrets	<ul style="list-style-type: none"> <li>• Explain the difference between a secret and a nice surprise;</li> <li>• Identify situations as being secrets or surprises;</li> <li>• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> </ul>
Keeping privates private	<ul style="list-style-type: none"> <li>• Identify parts of the body that are private;</li> <li>• Describe ways in which private parts can be kept private;</li> <li>• Identify people they can talk to about their private parts.</li> </ul>